

Transmission Report

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Local ID 1 1-207-778-4160 Local Name 1 RSU9 Superintendents Office

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Mt. Blue Regional School District
113 Learning Lane
Farmington, ME 04938

Telephone (207) 778-6871

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FAX TO: Diana Dorrin 1-877-227-9838

DATE: 10/17/14 TIME: 1:40 p.m.

NUMBER OF PAGES INCLUDING COVER SHEET 26

FAXED FROM (207) 778-4160:

_____ Dr. Thomas J. Ward, Superintendent (207) 778-6571	_____ Christine Gallo-Shea, Sp. Ed. Director (207) 778-9517
_____ Mrs. Leanne Condon, Dir. Of Curriculum/ Asst. Superintendent (207) 778-6571	_____ Mrs. B.J. Tracy, Sp. Ed. Secretary (207) 778-9517
_____ Mrs. Kris Pottle, Business Manager (207) 778-5332	_____ Ms. Debra Nightingale, Sec./Hot Lunch/Sp. Ed (207) 778-9517
✓ _____ Ms. Tabatha Emery, Admin. Asst. (207) 778-6571	_____ Ms. Pauline Rodrigue, Volunteer Coord. (207) 778-3707
_____ Ms. Kristi Leavitt, Payroll Supervisor (207) 778-5332	_____ Ms. Alyce Cavanaugh, Health Coordinator (207) 778-2851
_____ Mrs. Alison Gamache, Accts. Payable (207) 778-5332	
_____ Ms. Donna Bradford, Secretary (207) 778-6572	

MESSAGE: Good Afternoon,
Please find the MONE Extension. If you have any
questions please contact our office.
Thank You

ATTENTION

This fax message is intended for the exclusive use of the individual or entity identified above. It may contain information which is privileged and/or confidential under both federal and state law. If you are not the intended recipient or an agent of the recipient, you are notified that any further dissemination, copy, or disclosure of this communication is strictly prohibited. If you have received this transmittal in error, please immediately notify us and return the original transmission to us by mail without making a copy. Your cooperation in protecting confidential information is greatly appreciated.

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001	584	0	14:06:56 10-17-2014	00:10:52	26/26	1	EC	HS	CP14400

Abbreviations:

HS: Host send	PL: Polled local	MP: Mailbox print	CP: Completed	TS: Terminated by system
HR: Host receive	PR: Polled remote	RP: Report	FA: Fail	G3: Group 3
WS: Waiting send	MS: Mailbox save	FF: Fax Forward	TU: Terminated by user	EC: Error Correct

MDOE Extension Option #5

School Administrative Units (SAUs) award diplomas. The Maine Department of Education's role is to ensure that SAUs base the awarding of a diploma on student proficiency for students graduating after January 1, 2018. The following Proficiency-Based Diploma Extension application is intended to provide the Department and the school administrative unit with evidence of a good fit between the district's current progress and their extension request.

Directions for submitting an extension application

1. Complete the document and provide evidence to support the responses. Our intent is to keep the process streamlined and reasonable and have therefore set word limits of 1000 words for each section in the application and request that districts submit a total of no more than 25 pages of evidence.
2. Convert the extension application document and all pages of evidence to a PDF format and fax your complete application to Diana Doiron at the following fax number:
1-877-227-9838.

Note: Extension applications that are incomplete or lack sufficient evidence will receive feedback requesting additional information. Our plan is to process all submissions within a month of the submittal window. This plan is dependent on the number of submissions received per submittal deadline.

Proficiency-Based Diploma Extension Option 5

At the time of the extension application the SAU will:

- Provide evidence of active participation in proficiency-based system of supports to address identified critical areas of need, build capacity and the infrastructures to award diplomas based on proficiency in the standards of all eight content areas and the standards of the Guiding Principles.
- Provide a multi-year implementation plan indicating quarterly benchmarks for 2014-2015 and the annual benchmarks for each year for which the extension is requested that outline the steps the SAU will take to ensure that students graduating after July 1, 2020 will be awarded a diploma based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds that were carried over to support the implementation of proficiency-based diplomas

LIMIT RESPONSES TO QUESTIONS TO 1000 WORDS PER QUESTION AND LIMIT
TOTAL ATTACHED EVIDENCE TO 25 PAGES

Submittal Window

1. Indicate the submitting date.

☐ August 18, 2014, 5 pm ☐ September 17, 2014, 5 pm ☒ October 18, 2014, 5 pm

Superintendents Region

2. Indicate the superintendent region in which your SAU is a member.

Aroostook	
Cumberland	
Hancock	
Kennebec Valley	
Midcoast	

Penquis	
Washington	
Western Maine	X
York	

3. School Administrative Unit:

Mt. Blue Regional School District / RSU #9

4. High School(s):

Mt. Blue Campus

5. Name and title of person completing the extension request:

Leanne Condon, Director of Curriculum / Asst. Superintendent

Reviewed by members of the RSU #9 PBE Committee to include:

Dr. Thomas Ward, Superintendent of Schools

Bruce Mochamer, Mt. Blue Campus Principal & Coordinator

Glenn Kapiloff, Mt. Blue Campus Foster CTE Director

Darlene Paine, Elementary Principal

6. Superintendent's name, address, phone number and email:

Dr. Thomas Ward, Superintendent of Schools

Mt. Blue Regional School District

115 Learning Lane

Farmington, ME 04938

207-778-6571

tward@mtbluersd.org

Evidence of Preparedness

7. Provide evidence of active participation in a proficiency-based system of supports to address identified critical areas of need, build capacity and build infrastructures to award diplomas based on proficiency in the standards of all eight content areas and the standards of the Guiding Principles. Include evidence showing the impact of participation on your district's preparedness. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).

Criteria:

- Clear description of the proficiency-based education work completed to date
- Clear connection between evidence and the work done
- Clear description of the impact the proficiency-based work is having on students, staff and community
- Clear alignment to extension option

**Clear description of the proficiency-based education work completed to date;
Clear connection between the evidence and work done.**

RSU #9 PBE Work Completed

Prior to 2014-15

Critical Areas	Evidence of Work Completed
Policy	<p>Engaged school board members in developing understanding about MCL / PBE.</p> <ul style="list-style-type: none"> ✓ School board members attended the Futures Search event and approved the subsequent Long-Range Plan. ✓ Admin and school board members read and discussed <i>Inevitable</i> (Schwan & McGarvey 2011) and <i>Mindset</i> (Dweck 2006). ✓ School board members attend trainings (Maine School Board Association Fall Conferences, Bea McGarvey, and district MCL offerings) ✓ Board member was also part of the district MCL committee and served as liaison to the board.
Practice: Proficiency Graduation Requirements	<ul style="list-style-type: none"> ✓ Established a district-wide MCL committee in 2012, that has transformed into a district-wide PBE committee. ✓ MCL committee and full staff created the District Vision (adopted by Board on 9/14/14). ✓ Standards-based reporting K- third grade and standards-referenced reporting in grades 7-12.
Practice: Instructional System	<ul style="list-style-type: none"> ✓ All district faculty and staff have participated in MCL and PBE training. ✓ K-8 Math curriculum and program fully aligned with Maine Learning Results. Program piloted 2013-14 ✓ ELA work begun K-12 on six shifts of the Common Core State Standards.
Community Engagement	<ul style="list-style-type: none"> ✓ Created a communication plan, PBE Community Goal & Action Plan, for PBE. ✓ Standards-based reporting K- third grade and standards-referenced reporting in grades 7-12.

Please Note:

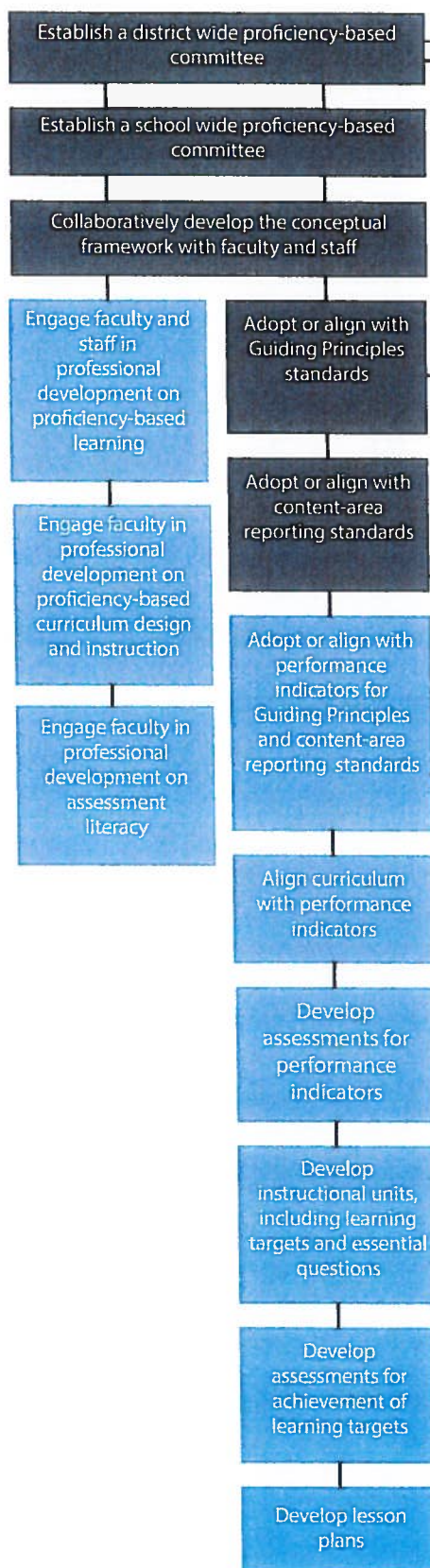
- Attachments for Evidence of Preparedness are highlighted. For ease of reading, the extension application is broken up and the attachments follow each numbered section.
- The Proficiency-Based Committee, in part, used the MDOE Planning for Proficiency-Based Learning document to identify critical areas of need.
- Evidence of work done is an inherent component in all attachments and in the document itself.

Planning for Proficiency-Based Learning

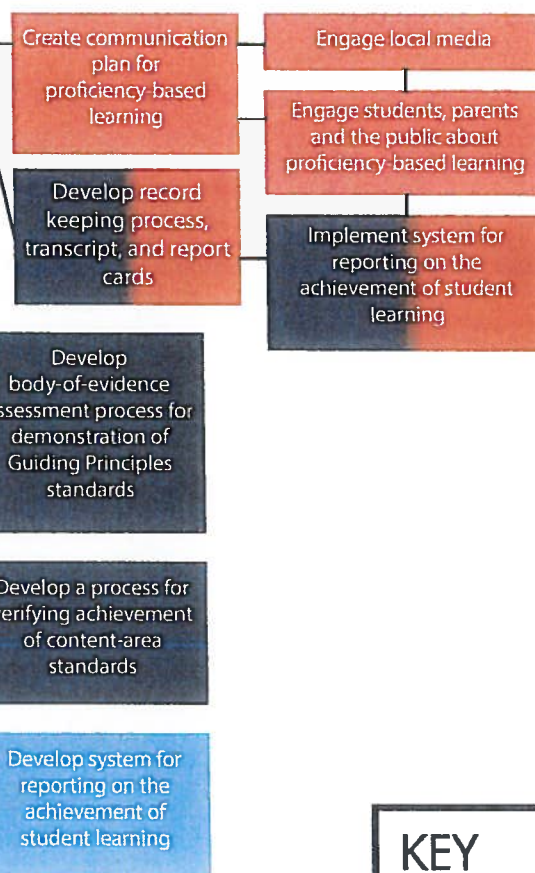
POLICY



PRACTICE



COMMUNITY ENGAGEMENT



KEY

Policy

Practice:
Proficiency/
Graduation
Requirements

Practice:
Instructional
System

Community
Engagement

Number/Description	Dates											
	2010	2011	2012	2013	2014	2015						
1. Increase school system opportunities for student engagement and voice in his/her individual educational program.												
1.1. Explore the development of a personalized learning plan for each student within the system.												
1.2. Provide students, parents, as well as professional staff with a voice in the development of each personalized learning plan												
2. Expand opportunities for student achievement in all curricula areas.												
2.1. Explore the advantages and disadvantages of a longer school year and longer student day												
2.2. Explore the role of rigor, relevance, and relationships in the development and implementation of educational programs. (3RS)												
2.3. Create opportunities and build bridges with the business community in order to provide student opportunities for internships/co-op.												
2.4. Examine and develop guidelines for optimal class sizes based upon national and international research.												
2.5. Explore the model of small schools within a school.												
2.6. Develop plans to assist students with transitions among schools.												
2.7. Develop strategies to increase appropriate roles for parents in partnership with district schools.												
3. Explore the role and place that "Global and Digital Citizenship/World-Class Knowledge and Skill" have within the district educational programs and instruction.												
3.1. Fully develop the role of technology as an instructional tool at all grade levels.												
3.2. Expand teachers' and administrators' comfort and knowledge in the expanded use of technology in the classroom/school system.												
3.3. Reinstate elementary foreign language programs PreK-6.												
3.4. Encourage and expand green initiatives within the district.												
4. Increase the role of education to create a comprehensive system of supports in the areas of student health, wellness and nutrition.												
4.1. Work on further expanding the school lunch program to increase healthy choices.												
4.2. Develop opportunities to educate and work with parents on supporting families and creating healthy home environments.												
5. Review, refine, and update the district mission/vision statement(s).												
6. Continue current district initiatives to support students.												
6.1. RTI (Response to Intervention), PBIS (Preventative Behavioral Instructional Supports), PLC (Professional Learning Communities)												
7. Continue to work in implementing standards-based curricula using State approved curricula.												
7.1. Build on the use of Specific, Measurable Relevant and Timely (SMART) goals to support current district initiatives.												
7.2. Continue to build and strengthen formative and summative assessment practices across all curricula areas.												
7.3. Continue to use the Subject Area Committees and the Curriculum Coordinating Council to move forward curricula development in all areas.												
8. Explore the value of establishing an Educational Foundation for the district.												

Adopted: November 8, 2011

Adopted: November 8, 2011

Mt. Blue Regional School District Vision

Our learning community creates structures that support students' achievement by:

Expanding student-centered learning opportunities in a variety of settings.

Increasing student engagement, motivation, and voice.

Providing flexible time frames based on students' needs.

Collaborating with students to develop and monitor learning plans

**Implementing a challenging, meaningful, Proficiency Based
Education System that**

transcends from the classroom into the community and the world.

Adopted: September 23, 2014

PBE Community Goal & Action Plan
2014-15

District Goal -- To Implement PBE for the class of 2020.

Strategy #1 Community members will understand PBE.

PBE Community Outreach Action Plan

Benchmark	Who	Other	Date
Build a Message	PBE Committee (Point Lookout)	✓ Determine Goals ✓ Determine Your Audience ✓ Frame the Message * Create the message — PBE is good for our kids. * Submessage	Deliver same message to all audiences
✓ Define why we need to go toward PBE and what the benefits are.	PBE DW Committee	Use Great School Partnership & MDOE resources.	June - August
✓ PBE Board Presentation	PBE Committee Members		July 8, 2014
✓ PBE Rotary Presentation	PBE Committee Members		July 24, 2014
✓ Explain how CCSS & MCL fit into PBE		Dr. Tom's opening day speech.	August 27, 2014
✓ Franklin College Community Network	PBE Committee	CTE director to arrange	Sept. 11
PBE Chamber of Commerce Send out Information	PBE Committee		December / January
Long-Range Plan (LRP) / Move toward a Strategic Design Plan and base it on our District Vision.	Dr. Tom & admin asst.	Offer a series of community meetings to discuss our vision (which came from LRP) and then	March 2015- June 2015

Long-Range Plan Subcommittee	PBE -- Director of Foster CTE & Superintendent	Business, Civic & UMF Folks to work on Habits Of Work	June 2015
Parent Action Committee	PBE & Parents (from the first Long-Range Plan event)	These can be our front-line to answer questions and provide feedback.	November 2014 - June 2015
Monthly or bi-monthly meetings with parents (current 8th grade) on PBE information	Mt. Blue Campus Admin.		January - June 2015
PBE Transcripts	PBE	Meet with university & college folks - Research other high schools (RSU #2, Bangor, & South Portland)	Sept. - December 2015

Clear description of the impact the proficiency-based work is having on students, staff, and community.

Areas	Impact
Students	<ul style="list-style-type: none"> √ Change to engageNY as our math program in K-grade 8. Students demonstrate in-depth understanding of mathematics. √ Mt. Blue High School students have been able to select courses that are aligned with MCL and PBE in terms of student engagement, achievement on learning standards, and some freedom with time being a variable to learning.
Staff	<ul style="list-style-type: none"> √ All faculty and staff have participated in MCL and PBE training to include the district rationale for change, the Ten Components of MCL, and student engagement strategies. √ Volunteer teams of teachers have visited MCL/PBE schools (RSU #2, Casco Bay, RSU #18, and Auburn) to observe teachers and students and to ask questions of teachers and administrators. √ Groups of teachers and administrators have participated in training with Bea McGarvey on instruction for PBE and Deb Pickering on complex reasoning skill instruction. √ Our Professional Evaluation / Professional Growth Teacher Evaluation Committee (TEC) met throughout 2013-14, selected the Marzano Model for Evaluation, and offered training to all district teachers (during staff meetings). A full-day training was held in August 2014 for all pilot teachers.
Community	<ul style="list-style-type: none"> √ Math nights for parents, community, and board members were held in the spring of 2014 to introduce participants to the new math curriculum and program, answer questions, and share resources. √ The PBE Committee presented information and answered questions to a variety of community groups to include the following: Rotary Club of Farmington, the RSU #9 Board of Directors, Chamber of Commerce, and the Franklin Community College Network.

Clear alignment to extension option

To identify critical areas of need

- Three groups completed the *Implementation of Proficiency-Based Diploma Readiness Inventory*, which included: District administration, Mt. Blue Campus administrators and department coordinators (with input from all teachers), and members from the district mass customized learning committee.

To build capacity

- We have merged our mass customized learning committee with district administration so that we have lead teachers and administration who have some PBE training in each of our buildings. We have participated in training with the following organizations: MDOE, Great Schools Partnership, Maine Principal Association, Maine School Management Association, WMEC, and MCCL.

To build the infrastructure

- We utilized the *Planning for Proficiency-Based Learning* document as a planning tool for creating our district goals, strategies, and to determine other indicators we need to garner as we move forward with PBE. We have always been a member of Western Maine Educational Collaborative and are now a full member of Maine Cohort for Customized Learning. MCCL will help us to continue to move forward in all areas of standard revision and curriculum development including the Maine Guiding Principles.
- In working with MCCL members, we've also crafted the *PBE Cohort Framework for Collaborating with Districts*, which outlines the district responsibilities in working with the cohort and with Empower/Educate as we move ahead with PBE.

PBE Cohort Framework for Collaborating with Districts

Organization	Focus	The Work
District	Philosophy	Districts must create a vision & strategic design plan to include an instructional framework, structure for reporting
District with MCCL	Pedagogical Training	<p>Training on instruction, curriculum development, taxonomy teaching to the scale, Habits of Mind, curriculum revisions / changes.</p> <p>Proficiency-based grading versus traditional grading and attached to pedagogy</p>
District and Empower	Reporting Tool	<p>Research to ensure that the reporting tool matches the district philosophy.</p> <p>Choose a trainer for each building to utilize a Train the Trainer model. Use district workshop days, early release, LAWs, and after school meetings to hold trainings and /or to share the webinars.</p> <p>Students will be introduced and informed about the tool in classes.</p> <p>Provide opportunity for users to practice without impacting student learning</p> <p>Provide parent informational sessions on grading practices and tool access.</p>

Multi-year Implementation Plan

8. Provide a description of the multi-year plan to meet the goal of awarding diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after July 1, 2020. The description should include benchmarks and metrics for the 2014-2015 school year and benchmarks for each year for which the extension is requested. **Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).**

Criteria:

- Multi-year plan is aligned with the SAU shared vision focus areas
- Benchmarks for progress in 2014-2015 include activities/actions that will support the achievement of the benchmarks and metrics to measure them.
- Evidence included clearly supports the benchmarks

Multi-Year Plan & District Vision Alignment

1. District Vision (attachment for previous section)
2. Long-Range Plan (attachment for previous section) will be revisited and revised to align with our district vision in early March of 2015. We will invite all stakeholders engaged in the process from May 2011 and include new community members as well. Our current district vision and our district goal and strategies will be shared at this event.
3. Subcommittee will work on the Strategic Design Plan that will cover all facets of PBE. We hope to have this approved by the board by June 2015. This SDP will be shared at board meetings, community meetings, and at Parent Nights in the fall of 2015.
4. The PBE Professional Development 2014-15 will be updated and used as a framework for training all staff in subsequent years.

For the 2014-15 shared vision focus areas with benchmarks, in addition to the above highlighted document, please see **PBE Timelines 2015- 2020.**

**PBE Professional Development
2014-15**

Benchmark	Responsible Party	Additional Notes	Date / Metric
PBE Phase #1 Team	Mt. Blue Campus teachers volunteer to join this team to work with the Director of curriculum.	Working on PBE and piloting Empower.	Team complete by August 20th. <i>Metric</i> - Weekly Late Arrival Wed. (LAW) meetings with agendas & notes to indicate progress.
Full MCCL Member	Director of curriculum	Attend MCCL and Empower User Meetings	For the school year <i>Metric</i> -- Notes / meeting minutes that result in training documents of RSU #9 staff.
√ Empower Phase #1 Training	Director of curric. & MCCL consultant 2-days of summer training	Full partner with MCCL. Access MCCL training for Phase #1 Team members.	Ask for Mt. Blue Campus (h.s. staff) volunteers to pilot Empower / PBE principles. Meet weekly during Late Arrival Wed. Disseminate info to depts & staff.
√ Survey Teachers about PBE (grading)	Building admin	Determine what we need to support staff as we move toward PBE.	First workshop day during staff meeting
Content Standards / Empower	Director of curric & building admin	Meet with Dept. Coordinators / teacher leaders to discuss the Empower Standards	Initial meeting 10/15/14 and then continued work by depts. Freshman and sophomore work to be finished by June 2015
Curriculum, instruction, & assessment in a PBE world	Director of curriculum & MCCL	In- and out- of district training with MCCL, Marzano book talks & discussions, also	Throughout the school year <i>Metric</i> - Classroom observations, individual meetings,

		focus on Habits of Mind / Guiding Principles	surveys
Proficiency-Based Grading vs. Traditional Grading	Director of curriculum	A Repair Kit for Grading: 15 Fixes, Ken O'Connor, 2007	Qtr 1 -- Ch 1 - 3 Qtr 2 -- Ch 4 - 5 <i>Metric</i> - Team survey to demonstrate understanding & attitudes
Finalize Graduation Standards	Director of curric, guidance coordinator, MBC admin, dept coordinators	Use Empower and MDOE standards	June 2015. <i>Metric</i> -- Revised draft of graduation standards.
PBE Day	PBE Committee & PBE Phase #1 Team		Last workshop day of the school year. <i>Metric</i> -- Staff exit slips show understanding.

PBE Timelines 2015-2020

Areas	2015-16	2016-17	2017-18	2018-2019	2019-2020
Policy	Draft new policies <i>Metric - Collect feedback on policies</i>	Refine policies based on feedback	Adopt policies <i>Metric -- Adopted policies</i>	All policies in place for PBE.	
Practice: Proficiency-Based Graduation Requirements	PB reporting piloted for Phase #1 Team by end of first semester. Mt. Blue Campus staff pilot Empower for all grade 9 students and move to PB reporting. <i>Metric - Parent Action Comm. surveyed for understanding</i>	PB reporting piloted for all grade 9 by end of first semester. Staff pilot Empower for all grades 6-8 and 10 students and move to PB reporting. <i>Metric - Cont. Parent Action Committee and survey for understanding</i>	PB reporting piloted for grades 4 & 5 by end of first trimester. Mt. Blue Campus staff pilot Empower for all grade 11 students and move to PB reporting. <i>Metric - Cont. Parent Action Committee and survey for understanding</i>	PB reporting piloted for grade 6-8 and 10 by end of first semester. Mt. Blue Campus staff pilot Empower for all grade 12 students and move to PB reporting. <i>Metric - Cont. Parent Action Committee and survey for understanding</i>	PB reporting piloted for grade 11 by first end of first semester
Practice: Instructional System	All grades 6-9 staff to receive training on curriculum design & instruction <i>Metric -- Staff Surveys</i>	All grades 10 - 12 staff to receive training on curriculum design & instruction <i>Metric -- Staff Surveys</i>	All grades K-5 staff to receive training on curriculum design & instruction <i>Metric -- Staff Surveys</i>	All new staff to receive training on curriculum design & instruction <i>Metric -- Staff Surveys</i>	All staff trained.
Community Engagement	Engage students and parents in Strategic Design Plan (SDP) & PBE <i>Metric - Survey students & parents for understanding</i>	Engage community members, parents, and groups about SDP / PBE <i>Metric - Survey members to determine understanding</i>	Engage community members & parents about SDP / PBE <i>Metric - Survey members to determine understanding</i>		

System of Supports for Student Learning

9. Describe the system of supports you have in place for secondary school students when proficiency is not demonstrated. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced) and attach evidence to support the description referencing the name of the document(s) and specific page(s).

Criteria:

- Clear description of the practices/protocols for improving student performance and ensuring feedback is timely, specific to each student and delivered when and where it has the most benefit
- Clear description of practices for regular monitoring of student progress
- Clear description of equity of opportunity for support in any content area and

Guiding Principle

Improving Student Achievement / Interventions

High School Mathematics Intervention Pilot - 2013-2014 -- Three teachers in the high school math department had our school psychologist assess four classes of freshmen using AIMSweb, which identified students who were below the 25th percentile. These students were assigned to learning intervention periods and further testing was completed to determine individual need. Students were supported in small group sessions on specific areas of need. Professional development was offered on the progress monitoring tool, on analyzing data, and on aligning intervention strategies to student needs. For the 2014-15 school year, this system will be implemented with as many mathematics teachers as the schedule will allow. On-going AIMSweb training is being provided for the full year.

High School ELA Intervention Pilot 2014-15 -- A similar approach will be piloted by the English department this year. All ELA teachers are being trained in AIMSweb this year, with hopes that we will add the ELA intervention into the teaching schedule in 2015-16 to support more students.

Middle School Intervention -- All students receive interventions or enrichment in both reading and in mathematics for an eighty-minute period every other day. Students are grouped according to NWEA scores, achievement on standards, and teacher observation and regrouped according to needs. Students are tested weekly in reading and at the end of each unit in mathematics.

K- Grade 5 Intervention System -- All teachers are part of a Professional Learning Community (PLC) by grade level, and in our smaller schools, across grade spans. Weekly PLC time is spent on analyzing student data, determining intervention needs, and creating individual intervention plans for students in Tier II and Tier III academics and behavior. Progress monitoring occurs weekly in both reading and in mathematics. Staff is trained on specific interventions and strategies during staff meetings by our reading and math specialists.

Proficiency-Based Diploma Transition Funds

10. Identify the approximate percentage of the 2013-2014 proficiency-based transition funds and how these were applied to proficiency-based education expenditures in the following areas:

- Policy: 0%
- Practice: 21%
- Community Engagement: 0%
- One-year Carry Over: 79%

11. Provide a description of the intended impact for your transition funds. Attach a budget for the 2014-2015 transition funds and any 2013-2014 transition funds that were carried over after June 30, 2014. For each expense, identify the amount

and date by which it will be expended. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced). Attach a budget document and limit the budget document to 2 pages.

Criteria:

- Clear description of intended impact for your use of transition funds
- Budget aligns to intended impact

The Intended Impact for PBE Transition Funds

RSU #9 will use the transition funds to support the move to PBE. We have been working on the rationale for this change, and focused our attentions on the secondary teachers in terms of curriculum and instruction work. We will need to provide this same focus for our elementary staff.

The funds will be spent in three areas: **Time** for teachers to work on curriculum including summer, release time, and after-school work. **Professional development** to help teachers understand the significant impact that moving to a PBE has on all aspects of the system. This could include working with curriculum and instruction through MCCL, sending folks to workshops and conferences, as well as bringing in consultants to work with our staff. **Resources** are needed to help with this transition, which may include, piloting a reporting system, books and materials to enhance understanding, coaching and observing other teachers, as well as visiting other districts to see PBE in action.

See PBE Carryover Budget 2014-15 and PBE Budget 2014-15

**PBE Carryover Budget
2014-15**

Activity	Timeline	Budget Carryover \$22,529
MPA / GSP PBE Conf	June 2014	Registration for 7 @ \$2500; Housing \$1014 = \$3514
MCL Summit	July 2014	Registration for 4 @ \$1375 and Housing for 2 @ 450 = \$1825
WMEC PBE Camp	August 2014	Registration for 6 @ \$550
MCCL	School year 2014-15	Full membership @ \$8187
MCCL Committee Work		11 people for 11 hours @ \$20 per hour = \$2856
L. Laughlin	3 days of consulting	3 days @ \$1000 per day = \$3000
Books (K. O'Connor, Dufour & Marzano , Marzano)	Throughout the year	Ken O'Connor -- <i>Repair Kit for Broken Grades</i> @ \$39 / copy; Dufour & Marzano -- <i>Leaders of Learning</i> @ \$20 / copy; Marzano et al -- <i>Using Common Core Standards: To Enhance Classroom Instruction & Assessment</i> @ \$30 / copy. \$2597

		\$22,529
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PBE Budget 2014-15

Activity	Timeline	Budget \$28,422
WMEC PB Diploma Day		9 people for \$50 = \$450
Reporting System Pilot (Empower)		\$8278
PBE Conferences (MCLA Fall Conference; WMEC PBE trainings; Curriculum-specific; MDOE PD opportunities)	School Year 2014-15	\$3500
Summer 2015 Curriculum Work		\$10,000
MCCL Professional Development with McGarvey & Pickering		\$6,200
		\$28,428

School Board Vote and Approval of the Extension Request

12. Provide the agenda and minutes from your SAU school board meeting reflecting a formal board vote and approval of the extension request. Reference the page numbers that specifically address the board vote and approval of the extension request option.

Please see Board of Director 10/14/14 Meeting Minutes for the formal board vote.

Mt. Blue Regional School District Board of Directors
Minutes

DATE: October 14, 2014

Place: The Forum-Mt. Blue Campus

Time: 7:00 p.m.

Board Members Present: Mark Prentiss, Clair Andrews, ~~Ken Charles (E)~~, Ross Clair, ~~Nancy Crosby (E)~~, Richard Hargreaves, Jennifer Zweig Hebert, Betsey Hyde, ~~Tami Labul (E)~~, Angela LeClair, Jennifer Pooler, Yvette Robinson, Iris Silverstein, Keith Swett, Helen Wilkey, JT Williams, and Autumn Clair

I. Call to Order by Mark Prentiss at 7:00 p.m.

II. Consideration of the Minutes of September 23, 2014

Motion to approve: Helen Wilkey Seconded: Mark Prentiss
(514/222)

III. Report of the Chairperson

A. Good news stories from Board/Admin

Angie LeClair shared that Mt. Blue field hockey team is in fourth place and earned a bye.

Ross Clair reported that Autumn Clair took first place in showmanship at Fryeburg Fair and has been hired as a clerk at Tractor Supply.

IV. Administrator's update:

Bruce Mochamer: Five Mt. Blue Campus Initiatives: PBIS, SAT, Literacy, Technology, PBE/MCL. Every staff member serves on one committee and they all meet at the same time. Each initiative shares/provides PD during two LAWs per school year. On 10/2/14 staff meeting to receive suicide prevention training. PBIS is providing four street signs that each have part of the code: Be Here, Be Safe, Be Responsible, Be Respectful. Bruce met with each class during the first week of school to review the campus code, tardy protocol and a year in the life of a Mt. Blue student (rope activity) 50 feet of rope, tape marks the segment that signifies the amount of time spent sleeping, the portion representing one class, in school. The largest portion of the rope is left over. It helps students see why they need to be here and be focused and how to make the best use of the rest of the rope.

Iris thinks what they are doing is awesome. The board liked the visual-the rope.

V. Old Business

A. Personnel
New Hire(s)

Randall Rothert Ed. Tech. II.
Karen Lawson

Mt. Blue Middle School
Ed. Tech. 1 Duty Monitor Cushing

VI. New Business

- A. Field Trip proposal-Arcola Exchange- Danita Gilbert
Motion to approve: Keith Swett Seconded: Helen Wilkey
Vote: Unanimous (736)
- B. Approval of Ruth Gauvin as 4/5 Interim Assistant Director of Special Services
Motion to approve: Claire Andrews Seconded: Angie LeClair
Vote: Unanimous (736)
- C. Proficiency Based Education (PBE) extension approval- Leanne Condon
The extension needs to be sent in 4 days. Dr. Tom feels very good about our proposal.
Motion to approve PBE extension: Claire Andrews Seconded: Betsey Hyde
Vote: Unanimous (736)
- D. Director of Curriculum/Assistant Superintendent's Report-Leanne Condon
- E. Superintendent's Report-Dr. Thomas J. Ward
- F. Executive Session- Expulsion of students Title 1 § 405 (6)(B)
7:55 p.m. entered Executive Session
Motion: Keith Swett Seconded: Angie LeClair
Vote: Unanimous (736)
8:53 p.m. exited Executive Session
Motion to adjourn: Claire Andrews Seconded: Helen Wilkey
Vote: Unanimous (736)

NEXT SCHEDULED MEETINGS:

All meetings are held in The Forum at Mt. Blue Campus at 7:00 pm unless noted.

October 28, 2014

November 25, 2014

December 9, 2014

January 13, 2015

Annually the SAU will host a site review from the Maine DOE. During the annual site visit which must precede June 1, your SAU will provide evidence of progress and will submit an extension renewal request to the Maine DOE by July 1. This request will include:

- classroom visits
- evidence of progress toward quarterly benchmarks for the year
- goals and quarterly benchmarks for continued progress over the next school year toward the awarding of diplomas based on proficiency of the standards of the eight content areas and the standards of the Guiding Principles
- a budget for use of additional proficiency-based diploma transition funds.

We certify that the information contained in the extension application accurately reflects the current status of our implementation of proficiency-based diplomas.

We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;

B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;

C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and

D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.

Dr. Thomas J. Ward 10/17/14
Superintendent of Schools Date

Mark Prentiss 10/17/14
Chair of School Board Date